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ABSTRACT

Microcomputer modules were developed to help Pennsylvania State University students and inservice teachers develop 10 generic competencies regarding working with handicapped students in the least restrictive environment. Competencies touch on understanding the legal bases for education in the least restrictive environment, making use of appropriate resource and support services, and conferring and reporting to parents. The computer assisted instruction course prepares students for a required special education generic competency examination. Students are given a list of suggested remedial activities and references keyed to identified deficiencies. Sample course objectives and procedures for an orientation course are included along with a student manual for the course. (CL)

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TEACHING AND TESTING GENERIC SPECIAL EDUCATION CONCEPTS BY MICROCOMPUTER

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Paper presented at the National Conference on the Use of Microcomputers in Special Education. March 10-12, 1983; Hartford, Connecticut.

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TEACHING AND TESTING GENERIC SPECIAL EDUCATION CONCEPTS BY MICROCOMPUTER

G. Phillip Cartwright and Cynthia Schloss
The Pennsylvania State University

In April, 1980, the Secretary of Education of the Commonwealth of Pennsylvania, Dr. Robert G. Scanlon, ordered each Pennsylvania program leading to the certification of school personnel to prepare all personnel to educate handicapped individuals in the least restrictive environment. Ten generic competencies were identified by the State Department of Education as crucial to all professional school personnel. They were published as follows:

> Each educator completing an approved preservice program or approved inservice course should be prepared to demonstrate an acceptable level of achievement in the following ten generic competencies. The Educator:
>
> 1. UNDERSTANDS THE LEGAL BASIS FOR EDUCATING STUDENTS WITH HANDICAPS IN THE LEAST RESTRICTIVE ENVIRONMENT.
> 2. UNDERSTANDS THE IMPLICATIONS WHICH HANDICAPPED CONDITIONS HAVE FOR THE LEARNING PROCESS.
> 3. RECOGNIZES STUDENTS WHO MAY BE IN NEED OF SPECIAL SERVICES.
> 4. MAKES USE OF APPROPRIATE RESOURCE AND SUPPORT SERVICES.
> 5. CONFERS WITH AND REPORTS TO PARENTS ON EDUCATIONAL PROGRAMS FOR STUDENTS WITH HANDICAPS.
> 6. FACILITATES THE SOCIAL ACCEPTANCE OF PERSONS WITH HANDICAPS BY ENCOURAGING POSITIVE INTERPERSONAL RELATIONSHIPS.
> 7. USES INDIVIDUAL, GROUP, AND CLASSROOM MANAGEMENT TECHNIQUES FOR EFFECTIVE ACCOMMODATION OF STUDENTS WITH HANDICAPS.
> 8. ASSESSES THE EDUCATIONAL NEEDS OF STUDENTS WITH HANDICAPS.
> 9. MODIFIES INSTRUCTIONAL STRATEGIES TO PROVIDE FOR THE INDIVIDUAL NEEDS OF STUDENTS WITH HANDICAPS.
> 10. EVALUATES CLASSROOM PROGRESS OF STUDENTS WITH HANDICAPS. (Pennsylvania Department of Education, 1980a)

In the context of the Guidelines, 'Educator' includes classroom teachers, counselors, administrators, and other school support personnel.

The Pennsylvania State University is a multi-campus institution with 20 Commmonwealth or branch campuses in addition to the main campus. Most students attend a branch campus for two years then transfer to the main campus for the last two years of their baccalaureate programs. Each of the certification programs at the University Park campus were reviewed and suggestions made to modify the program so that its graduates are capable of mastering the competencies. In many cases, teacher preparation programs were able to use courses or experiences already available within the University. In other cases, modification of courses or experiences were made with technical advice of the Division of Special Education and Communication Disorders. In reviewing the 20 Commonwealth and branch campuses, no special education faculty were found to be employed. Since the competency mandate, there has been immediate need to begin instruction, on educating the exceptional student, prior to the junior year at the University Park campus.

In response to the needs of The Pennsylvania State University and Pennsylvania residents, a series of microcomputer modules were developed to assist University students and inservice teachers attain the generic competencies and obtain basic information about the handicapped. An innovative microcomputer based procedure was developed to evaluate the extent to which students and inservice teachers have achieved the competencies and prescribe remedial strategies if necessary. The quizzes and modules were tested, are in use at the University, and available for use by other institutions.

Students at each of the campuses can take a three credit course in special education at any time. The course is administered by microcomputer and is a "stand-alone" course. All instruction is via microcompuer through a series of computer assisted instruction modules. The modules are easily transportable to other institutions and use the Apple Plus II or Apple IIe computer with minimal configuration (48k or 64k, one disk drive, B&W monitor).

The course, a selected set of modules prescribed for the individual student, prepares students for the special education generic competency examination required University-wide. All candidates from the University's 60 certificate programs must pass the examination including each of the mandated competencies. From a total pool of 700 items, subpools have been identified which correspond to individual competencies. A microcomputer has been programmed to present randomly generated items to candidates in blocks of ten questions with a mix of items weighted according to the size and importance of the subpools. Once a student has responded to a minimum number of items, a decision chart is used to determine whether the candidate has either passed or failed, or whether more items should be presented before a decision is reached. Based upon performance, each candidate is provided suggested remedial activities (if needed) through the microcomputer. When candidates show deficiencies in specific competencies, the microcomputer prints out a list of suggested readings from several textbooks and/or a list of computerized learning modules which correspond to the candidate's deficiencies.

Preparations are underway to disseminate the modules throughout Pennsylvania and across the United States to institutions of higher

education upon request. Modules are currently being revised for use with other popular microcomputers and to interface with video devices.

Sample Manual pages were distributed and attached for your review.

GPC 4 - Hartford MS

SPLED 105
Orientation to Exceptional Children

Commonwealth Campus Contact Person:

Name _____
Office _____
Phone _____
Office Hours _____

I will be available to discuss questions or concerns at these times. Please drop by or call for an appointment. Questions or concerns may also be addressed by the U.P. campus contact persons.

University Park Campus Contact Person(s):

Dr. Cynthia N. Schloss
201 CEDAR Building
814/863-2261

Dr. G. Phillip Cartwright
110 Moore Building
814/865-6072

Course Description: Orientation to children, adolescents, and adults with various types of exceptionalities.

Text: Cartwright, G. P.,Cartwright, C. A., & Ward, M. E. Educating special learners. Belmont, CA: Wadsworth, 1981.

Course Objectives: The student will:

1. Demonstrate understanding of the legal basis for educating students with handicaps in the least restrictive environment.
2. Describe implications which handicapping conditions have for the learning process.
3. Recognize students who may be in need of special services.
4. Describe appropriate resource and support services.
5. Recognize the importance of conferences and reports to parents on educational programs for students with handicaps.
6. Describe the facilitation of social acceptance of persons with handicaps through the encouragement of positive interpersonal relationships.
7. State individual, group, and classroom management techniques for effective accommodation of students with handicaps.
8. Describe assessment procedures for educational needs of students with handicaps.
9. Recognize instructional strategies which provide for the individual needs of students with handicaps.
10. Determine procedures for evaluation of classroom progress of students with handicaps.

Course Procedures:

1. Read required chapter in textbook.
2. Review course material in designated computer module.
3. Keep Student Manual handy for notes and references.
4. Review all material.
5. Take quizzes as designated.
6. Consult with contact persons as needed.
7. Take final exam.

SPLED 105
Tentative Schedule

Session	Topic	Book Chapter	Computer Module
1	Introduction	-	1
2,3	Legal and Humanistic Forces	1	1
4	Continuum of Services	2	2
5	Definitions and Classification	3	3
	Quiz 1	1-3	1-3
6	Visual Handicaps	4	4
7,8	Hearing Handicaps	5	5
9	Speech and Language Handicaps	6	6
	Quiz 2	4-6	4-6
10,11	Physical Handicaps	7	7
12	Mental Retardation	8	8
13,14	Learning Disabilities	9	9
15,16	Emotional Disturbances	10	10
17	Catch Up Class	-	-
	Quiz 3	7-10	7-10
18	Special Groups	11	11
19	Gifted and Talented	12	12
20,21	Early Childhood, Adolescence, Adults	13	13
22	Catch Up Class	-	-
	Quiz 4	11-13	11-13
23,24	Identification and Individual Differences	14	14
25,26	Assessment Procedures	15	15
27,28	Generic Teaching Strategies	16	16
	Quiz 5	14-16	14-16
29	Coordination of Services	17	17
30	Catch Up Class	-	-
	Final Exam	1-17	1-17

SPLED 105
Course Requirements

1. Five quizzes and a final exam will be given. These will include material just from the book. Quizzes should be taken no later than when designated.

Quiz	To Be Taken	Chapters	Points Possible	
1	End of Week 2	1-3	30	
2	Middle of Week 4	4-6	30	
3	End of Week 6	7-10	30	
4	End of Week 8	11-13	40	
5	End of Week 10	14-16	30	
			160	Total Quiz Points
Final Exam	During Finals Week	1-17	75	
			235	Total

2. Grading

211 - 235 = A
188 - 210 = B
164 - 187 = C
141 - 163 = D

SPLED 105

ORIENTATION TO EXCEPTIONAL CHILDREN

Student Manual

Part II
Overview of Course

CHAPTER TITLE

Chapter 1: Major Influences Shaping the Education of Exceptional Children

Adapted from Educating Special Learners. Cartwright, G. P., Cartwright, C. A., & Ward, M. E. Belmont, CA: Wadsworth Publishing Company, 1981.

Computer Module Author: Lawrence J. O'Shea

COMPETENCY

This chapter relates to the following generic competencies and subcompetencies mandated by the Pennsylvania State Department of Education. The guidelines pertaining to compliance with U.S. Public Law 94-142 by programs preparing professional school personnel and the directive from the Pennsylvania Secretary of Education regarding their implementation are available in:

Guidelines for the Preparation of Teachers in Compliance With U.S. Public Law 94-142 Requiring the Education of Students With Handicaps in the Least Restrictive Environment. Harrisburg, PA: Commonwealth of Pennsylvania, Department of Education, January 1980.

Competency A - Understands the legal basis for educating students with handicaps in the least restrictive environment.

Competency A_1 - Special education litigation.

Competency A_2 - Federal statutory mandates.

Competency A_3 - Social issues.

RATIONALE AND CHAPTER OVERVIEW

The major purpose of this chapter is to acquaint you with the legal and humanistic forces that have had an impact on the development of special education programs. By understanding recent litigation and legislation and advocacy concerns, you will be better equipped to implement a free appropriate public education to all handicapped students.

The first part of this chapter deals with normalization and mainstreaming the movement to regard the handicapped in a humane and fair way. The need for the integration of the handicapped with the normal population is emphasized. The content and impact of recent litigation is then explained. The chapter ends by noting recent relevant legislation. The major components of PL 94-142 and their impact on special education programs for handicapped children are covered.

OBJECTIVES

Upon completion of this chapter you will be able to:

Recognize the basis for concepts of normalization and mainstreaming.

Identify recent court cases and their effects on educating handicapped students.

Identify salient features of federal legislation.

FILE NAMES AND DESCRIPTIONS

DISK 1

1 INTRO

Legal and humanistic forces are introduced. A chapter outline (1-1-2), overview (1-1-3) and objectives (1-1-6) are viewed. A discussion-treatment of deviant populations is provided as is a summary of past and present advocate concerns for the handicapped (outline A1). An optional study guide for early forces of change finishes the file (1-1-16).

2 NORM

The concept of normalization and deinstitutionalization are reviewed (outline A2). An optional summary of these important terms is included (1-2-9). Mainstreaming (outline A3) is defined, ending the file (1-2-10).

3 NORM

A comparison and contrastion between mainstreaming and the least restrictive environment is introduced and expanded (1-3-2) with an optional summary of these on page 6. A review of all material presented on DISK 1 is another option (1-3-7) ending the disk.

DISK 2

4 LIT

The legal basis for the recent litigation concerning the rights of the handicapped to education and the treatment services are reviewed (outline B1, 1-4-1). These bases stem from protections guaranteed under the U.S. Constitution (1-4-5). A differentiation between legislation and litigation is made (1-4-9) and an optional review of salient points based on humanistic concerns, advocacy groups, equal protection, and due process finishes the file (1-4-12).

5 LIT

Litigation (outline B2) or specific court cases leading up to recent educational rights of the handicapped are introduced (1-5-1). The cases of Brown vs. Board of Education, 1954 (1-5-2) and Diana vs. the State Board of Education, 1970 (1-5-10) are outlined. Court findings of these cases are related to major concepts later included within federal legislation. A "Score Card Review" is introduced for those missing major

points of questions in this file, while it is an option for those answering correctly (1-5-8).

6 LIT
Three other cases, two dealing with the mentally retarded and a third with all handicapped children are reviewed. Wyatt vs. Aderholt, 1971 (1-6-2) and PARC, Bowman, et al. vs. Commonwealth of Pennsylvania, 1971 (1-6-3) are addressed as is Mills vs. Board of Education of the District of Columbia, 1972 (1-6-7). After a question, the score card option is again provided for the first two cases (1-6-4); another for review of the five major court cases finishes the file (1-6-8).

7 LIT
Two influential court cases, Pennhurst vs. Holderman, 1977 and Armstrong vs. Kline, 1979 are reviewed (1-7-1). In addition, several important federal laws are introduced which mandate services for the handicapped. The optional review of these course cases leading to PL 94-142 is provided (1-7-6).

8 LIT
An optional crossword puzzle to review the chapter's major concepts to this point is presented (1-8-1). The disk ends with an optional study guide of all material presented thus far (1-8-3).

DISK 3
9 LEG
Chapter outline B3, Legislation, is introduced (1-9-1) by describing four of the five federal laws applicable in all states for the education of the handicap (1-9-2). A description of the Mathias Amendment and its relationship to the state's eligibility to receive federal funds for educating the handicapped ends the file (1-9-9).

10 LEG
The Education for All Handicapped Children Act of 1975 (PL 94-142) is introduced and described (1-10-1). This is the fifth federal law which was briefly mentioned in 9 LEG.

11 LEG
This continues with PL 94-142 and the law's suggestion that states should concentrate on: (1) adequate resources, (2) advanced teacher training, and (3) improved diagnostic and instructional procedures (1-11-1). The study guide option is included after a question (1-11-4) as is on introduction to Definitions of PL 94-142 (outline C1) on p. 5-9. Handicapped children and special education are defined according to the guidelines of PL 94-142 (1-11-7).

12 LEG
A continuation of PL 94-142 definitions introduces the file. Related services, a free appropriate public education, and the Individualized Education Program are defined (1-12-2).

An optional study guide for important PL 94-142 definitions is presented after a question (1-12-5) and the disk ends by an optional study menu of all material presented on DISK 3 (1-12-6).

DISK 4

13 PROVISE
Provisions of PL 94-142 are introduced (outline C2, 1-13-1) with elaboration provided on the Individualized Education Program (1-13-6).

14 PROVISE
This continues with an explanation of an Individualized Education Program and its relationship to the least restrictive environment (1-14-1). The nondiscriminatory testing component of the Mathias Amendment finishes the file (1-14-7). Confidentiality is introduced (1-14-9).

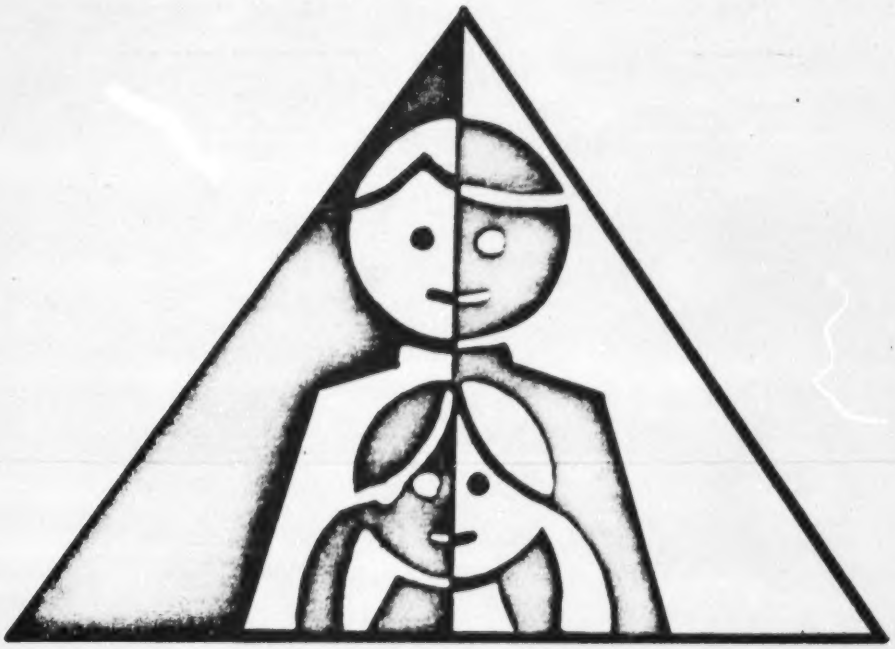
15 PROVISE
Confidentiality of information and record keeping is examined with parental rights for identification, location, and evaluation of handicapped children explored (1-15-1). Parental due process, if a disagreement occurs over evaluation results or placement decisions, is analyzed next (1-15-4). An optional review of PL 94-142 salient provisions finishes the file (1-15-8).

16 CONCERNS
Mainstreaming concerns are introduced (outline, Part D, 1-16-1) and PL 94-142 ramifications for special educators, administrators, taxpayers, and parents are discussed (1-16-2). The study guide option includes features of these mainstreaming concerns (1-16-6).

17 CONCERNS
Concerns of regular educators (outline D2) are addressed (1-17-1). An optional review of PL 94-142 vocabulary is provided (1-17-5) as is the optional study guide (1-17-6). A chapter summary (1-17-7) concludes the information on this disk. The salient points dealing with legal and humanistic forces effecting the formulation of public policy regarding the handicapped are summarized.

PLATES

The computer-assisted instruction will refer you to specific plates to review while on line. These plates will aid you to visually conceptualize and understand key points in the chapter. Depending on optional branching that you choose, you may not be referred to each of the plates in the chapter.



National Association for Retarded Citizens (NARC)

Plate 1.1

CONTINUUM OF LEAST RESTRICTIVE ENVIRONMENTS

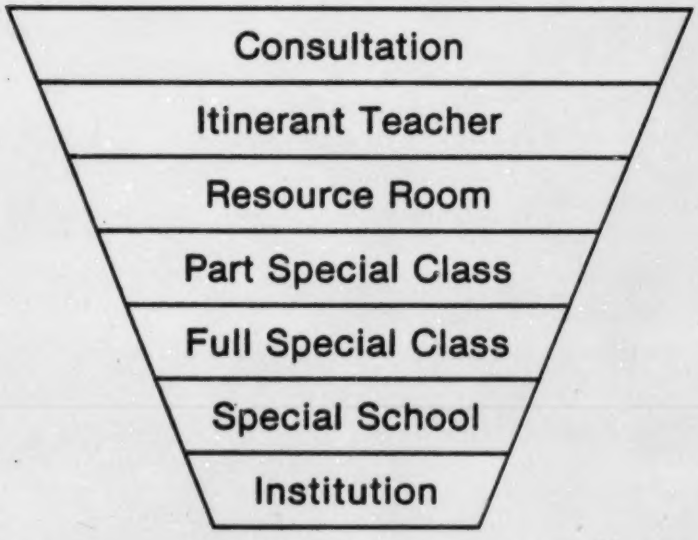


Plate 1.2

Conditions that must be met in residential institutions to ensure *humane* living arrangements:

1) Individual treatment plans

2) Minimum educational standards

3) No involuntary servitude (i.e., work without pay)

4) Humane psychological environment

5) Least restrictive setting

Plate 1.3

Stipulations of the PARC consent agreement:

1) Placement in the regular public school classes when possible, instead of in self-contained special education classes or schools; and

2) Periodic reevaluations of the children at least every two years, and the right to a hearing with access to procedural due process.

Plate 1.4

Assurances in the Mills v. Board of Education of the District of Columbia to *all* handicapped children:

1) The constitutional right to an education

2) The right to procedural due process

3) Appropriate placement for the child

Plate 1.5

EXTENDING THE 180-DAY SCHOOL YEAR

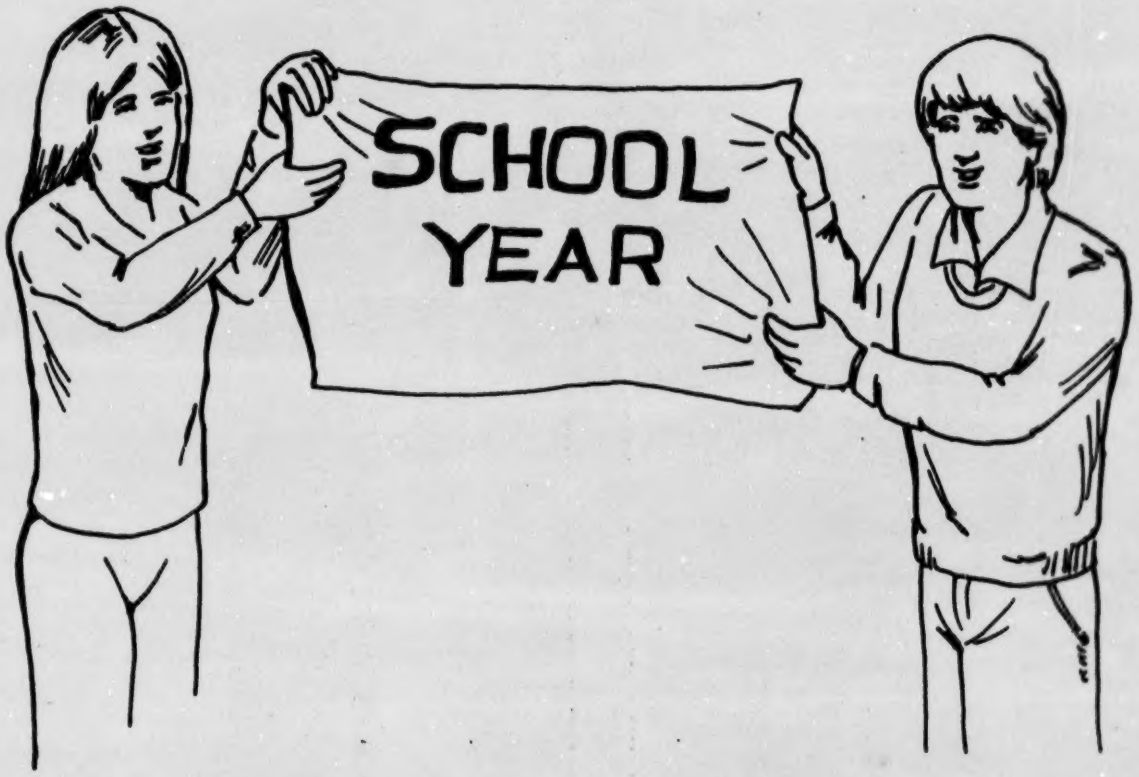


Plate 1.6

Aims of Public Law 94-142 are:

1) Assure that all handicapped children have available a free appropriate education;

2) Protect the rights of these children and those of their parents;

3) Establish criteria by which to judge the effectiveness of efforts made to implement it; and

4)Help the states and localities in meeting these new standards.

Plate 1.7

Salient terms defined within P.L. 94-142:

1) Handicapped

2) Special education

3) Related services

4) Free appropriate public education (FAPE)

5) Individualized education program (IEP)

Plate 1.8

Handicapped children are those who are *evaluated* and *diagnosed* as:

1) Mentally retarded

2) Hard of hearing

3) Deaf

4) Speech impaired

5) Visually handicapped

6) Seriously emotionally disturbed

7) Orthopedically impaired

8) Other health impaired

9) Deaf-blind

10) Multi-handicapped

11) Specific learning disabilities

Plate 1.9

Special education includes:

1) Classroom instruction

2) Physical education

3) Homebound instruction

4) Instruction in hospitals and/or institutions

Plate 1.10

Other components of related services are:

1) Speech pathology and audiology
2) Psychological services
3) Physical and occupational therapy
4) Recreation
5) Early identification and assessment of disabilities
6) Counseling and medical services for diagnostic or evaluation purposes
7) School health services
8) Social work services in schools
9) Parent counseling and training

Plate 1.11

Essential components of the Individualized Education Plan (IEP):

1) The child's present education levels;

2) Statement of annual goals and short term objectives;

3) Statement of special services needed;

4) Programs to be followed;

5) Initiation date and expected duration;

6) Criteria to assess objectives.

Plate 1.12

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: _____ Grade/Program: _____

Birth Date: _____ Teacher(s): _____

Present Date: _____ School: _____

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials

Extent to which the child will Participate in Regular Education _____

_____

_____

Services:

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	
*Parent, Guardian or Surrogate Parent:	
Student:	
*Teacher(s):	
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: _____

Person responsible for the maintenance and implementation of the IEP plan: _____

*Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

**Must attend if the student is newly identified as exceptional.

Plate 1.13

PRESENT EDUCATION LEVELS

Directions: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement	Pre-Vocational Skills
Emotional Maturity	Vocational Skills
Self-Help Skills	Psychomotor Skills
Social Adaptation	Other:

Plate 1.13

Instructional Area:

Annual Goal:

Short-Term Objective	Instructional Methods Media/Material Title(s) (Optional)	Evaluation of Instructional Objectives: Tests, Materials Evaluation Procedures To Be Used	Evaluation of Instructional Objectives: Criteria of Successful Performance

Plate 1.13

CONFERENCE MODEL

Tasks to be accomplished at the IEP conference:

___ 1. State the purpose for the IEP conference.

___ 2. Explain the IEP procedure.

___ 3. Describe the IEP format.

___ 4. Provide opportunity for parent to ask questions about the procedure.

___ 5. Discuss Related Services to be provided.

___ 6. Include discussion of the Primary Assignment and Reason for Assignment.

___ 7. Restate the Purpose for the IEP conference.

___ 8. Describe the child's Present Educational Levels gleaned from Formal and Informal Assessment.

___ 9. Elicit information from parents related to the Present Educational Levels.

___ 10. Identify Strengths and Weaknesses in statement form.

___ 11. Outline Annual Goals for each weakness in the Present Educational Levels.

___ 12. Specify Behavioral Objectives for each Goal, including an Evaluation Procedure and Success Criteria.

___ 13. Ask for input from the parents in developing the objectives.

___ 14. Take notes during the conference to document the issues agreed upon by everyone.

___ 15. Elicit feedback from parents on commitment to the IEP.

___ 16. Summarize the IEP.

___ 17. Assure the parent that the IEP would be revised on at least an annual basis.

___ 18. Provide closure to the conference.

___ 19. Write up the final draft of the IEP.

Plate 1.13

SUGGESTED CRITERIA FOR IEP TECHNICAL EVALUATION CHECKLIST

Individual criteria listed below are identified as being "essential" for legal completeness of an IEP, or as "suggested" for instructional utility.

IEP Criteria	Yes or No	Comments
1. Is the IEP a summary document? (suggested)		
2. Is the IEP an instructional plan? (suggested)		
3. Is the IEP an integrated document? (suggested)		
4. Is the IEP a vehicle for communication? (suggested)		
Is a PRESENT EDUCATION LEVELS section included? (essential)		
5. Is assessment information reported for each instructional area in which annual goals are specified? (suggested)		
6. Does the statement of present educational levels go beyond the reporting of test scores? (suggested)		
7. Does the statement of present educational levels describe the upper limits of the student's abilities? (suggested)		
Are ANNUAL GOALS stated?		
8. Does each annual goal follow from the description of present levels? (suggested)		
9. Does each annual goal subsume all of the short-term objectives listed? (suggested)		

Plate 1.13

IEP Criteria	Yes or No	Comments
10. Is each annual goal independent from reference to specific grade or curriculum levels? (suggested)		
11. Does each annual goal reflect anticipated learning of more than one behavior? (suggested)		
12. Does each annual goal reflect anticipated growth within the subcategories of the instructional areas? (suggested)		
Are SHORT-TERM OBJECTIVES, CRITERIA, and EVALUATION PROCEDURES AND SCHEDULES stated? (essential)		
13. Are the short-term objectives linked to each annual goal statement? (suggested)		
14. Are there a sufficient number of short-term objectives to adequately represent the tasks necessary for achieving the annual goals? (suggested)		
15. Does the sequencing of short-term objectives appear to be logical? (suggested)		
16. Are the short-term objectives stated in behavioral terms? (suggested)		
17. Are the evaluation procedures for determining the achievement of short-term objectives adequately described? (suggested)		
18. Are the objective criteria clearly stated? (suggested)		

Plate 1.13

IEP Criteria	Yes or No	Comments
ADDITIONAL IEP COMPONENTS (essential)		
19. Does the IEP include a statement of educational services to be provided to the child? (essential) This includes: 1) all special education programs 2) special instructional media and materials 3) type of physical education program 4) related services.		
20. Does the IEP include dates for the initiation and duration of services? (essential)		
21. Does the IEP include a statement that indicates the extent to which the child will participate in regular education? (essential)		
22. Is the IEP dated and a review date given? (essential)		
OPTIONAL IEP COMPONENTS: MEDIA AND MATERIALS (suggested)		
23. Are the media and materials described appropriate in scope? (suggested)		
24. Are the media and materials described appropriate for the short-term objectives? (suggested)		

Plate 1.13

ADDITIONAL REFERENCES TO TEXT

Public Law 94-142 (Education for All Handicapped Children Act of 1975); and regulations for its implementation.

FURTHER SUPPLEMENTARY READINGS

Bruininks, R. H., & Bruininks, V. L. Deinstitutionalization: Implications for special education. In P. Bates (Ed.), Mainstreaming: Our current knowledge base. Minneapolis: University of Minnesota, College of Education, National Support Systems Project, 1981.

Hallahan, D. P., & Kauffman, J. M. Exceptional children: Introduction to special education. Englewood Cliffs, NJ: Prentice-Hall, 1982. (Chapter 1)

Haring, N. C. Exceptional children and youth (3rd ed.). Columbus, OH: Charles E. Merrill, 1982. (Chapter 2)

Reynolds, M. C., & Birch, J. W. Teaching exceptional children in all America's schools. Reston, VA: The Council for Exceptional Children, 1982. (Chapters 1 and 2)

Wang, M. Mainstreaming exceptional children: Some instructional design and implementation considerations. Pittsburgh: University of Pittsburgh, Learning Research and Development Center, 1980.

Weinstraub, F., Abeson, A., Ballard, J., & LaVor, M. (Eds.). Public policy and the education of exceptional children. Reston, VA: The Council for Exceptional Children, 1976.

DIRECTLY RELATED FILMS

"Changes" (STNFLD), 1977, 28 minutes, color, 32267.
Handicapped individuals on a university campus speak frankly about their lives, their needs and their capabilities. Demonstrates achievements and the need for changes such as barrier-free facilities, special aids, and equal treatment by agencies and employers.

"Exceptional Times: An Historical Perspective of Special Education" (CEC), 1977, 14 minutes, color, 21999.
Overview of some of the significant events in the history of special education. Juxtaposes scenes of institutionalized individuals in the late 1800's with a 1976 demonstration by handicapped individuals for new legislation. Advocacy is recounted from Dorothea Dix to the PARC decision. Government policies are traced from neglect through charitable paternalism, to the passage of PL 94-142.

"PL 94-142: Equality of Opportunity" (IMS), 1977, 21 minutes, color, 21972.

Explanation of the complex legislation in PL 94-142, which provides for public education of the physically and mentally handicapped. U.S. Senator Richard Schweiker and author Dr. Jack Birch provide information on the law's formulation and intent. Shows educational settings ranging from a regular classroom to a self-contained class in a residential institution, as well as IEP (Individualized Education Plan). From the Special Films for Special People Series.

APPLE INSTRUCTION PROGRAM
(Barbara Polka and Richard Reynolds)

This part of the manual is to be used along with Lesson Instruct. It is included here as a reference for your use. This program is a quick lesson on how to use the APPLE computer in conjunction with the accompanying computer modules.

To advance the program to the next frame you will have to press the **RETURN** key. It is located on the righthand side of the keyboard.

Find it now on the keyboard and press the **RETURN** key to continue.

As a reminder of how to advance the program, a cue sentence such as: "Press RETURN to continue" will appear at the end of each completed frame.

The program stops running when the cue sentence appears and cannot execute further until you do press the RETURN key. This way you can control how long the information stays on the screen.

When you press the RETURN key, a solid white box at the end of the cue sentence will disappear.

This box is called the **CURSOR.**

Look at the screen and watch for this as you advance the frame now.

The appearance of the CURSOR tells you when you can interact with the computer. Pressing the RETURN key or any other key when the CURSOR is not present does <u>not</u> affect the execution of the program.

The CURSOR must appear before you can advance the frame or input an answer.

On the screen now you will see a figure of a man.
This is Maxwell. Hold on there!! What do I mean by "input an answer," you ask?

This lesson does contain questions which must be answered before the program will continue.

The procedure for inputting answers is simple and can be broken down into four steps to remember.

1. Determine what forms of the answer is being asked for. This is specified in each question. For example, you may be asked to: "Type t for TRUE or f for FALSE" or

"Type out the word that best completes this sentence" or "Choose the correct response from a list of possible answers and type the number of that choice."

2. Wait for the CURSOR to appear and then type in your answer.

REMEMBER: The computer accepts only the characters typed in after the CURSOR appears, only the last part of your answer may actually be accepted by the computer.

3. Check your answer and make any corrections with the BACKWARD ARROW key.

   If you make a mistake while typing, you can erase the wrong characters by pressing the BACKWARD ARROW key.

   This key is located below the RETURN key and has on it an arrow pointing to the left. Find it now on the keyboard.

   Look at the screen and try typing in and erasing words now, then press RETURN to continue.

4. When your answer is completely typed in, press the RETURN key.

   Pressing the RETURN key tells the computer that you have finished typing in your answer. The computer will now accept your answer and determine if it is correct.

Now to let you experiment some more. Answer the following questions.

1. What is the name of Charlie Brown's dog?
   (Type in the dog's name.)

   If you are correct, you will get this response:
   "Good, you remembered to type in your entire answer before pressing the RETURN key."

   If you are wrong, you will see:
   "No. Remember to follow the 4 steps to insert an answer. I'll give you one more chance."

   If you are wrong again, this message will come up:
   "Poor Snoopy. So soon forgotten. Let's go on."

2. Try another example.
   Is this statement true or false?

   This character's name is Maxwell.
   (Please type in T for true or F for false.)

   If you're wrong, you'll see this on the screen:
   "Nope, this cute little fella's name is Maxwell."

If you didn't follow directions, you'll get this:
"The directions asked for the answer to be entered in the form T or F. Please read the directions carefully, or your correct answer may be counted wrong because it is in the wrong form. BUT, you get another chance. Please enter your answer in the form requested."

If you followed directions, you'll see this response:
"Correct, you remembered!!"

3. Now, a final example.
Choose the response that correctly completed this sentence: Mary had a little _____.
a. lamb
b. dog
c. cat
(Type in the letter of your choice.)

A correct response would bring this up on the screen:
"Very Good! Your answer is in correct form."

But if you didn't follow directions and still have the right answer:
"Your answer is right but it is not in the correct form."

If your answer is in the right form but wrong:
"No, your answer is incorrect."

At times you may want to review or reread information presented on previous pages. The option that allows you to retrace your steps, frame by frame, is the GOBACK option.

Whenever a CURSOR appears on the screen, you can type in GOBACK then press the RETURN key. You will then return to the preceeding frame.

You can try typing in GOBACK now or at any other point in this program to see how it works. Otherwise, just press the RETURN key to continue.

Now that you can "move around" within the program, you will need a way to keep track of where you are. In the bottom left hand corner of each frame there is a PAGE NUMBER similar to: 0-2-3a.

The first number (0) indicates the number of the CHAPTER you are in. Because this is an introductory program it has been labeled as Chapter 0.

The second number (2) corresponds to a FILE OF INFORMATION within that chapter.

The last number (3) refers to the PAGE (or frame) of information within that file.

The letter at the end indicates an ADDITION to the original page. Notice how this paragraph was added to the information already on the monitor screen.

Please make it a habit to copy down the COMPLETE PAGE NUMBER of the last frame you view every day. You will need to know this number so that when you continue with the lesson you can return to the page where you left off.

There are two more keys on the keyboard with which you will need to be familiar. They are the **CTRL** and **RESET** keys.

The **CTRL**, or control, key is located on the far left side of the keyboard.

The **RESET** key is located in the upper right corner of the board.

These two keys, when pressed at the SAME TIME, cause a computer which has already been turned on to "start over" and present information from the beginning of the disk.

The "beginning" of every disk will be a COPYRIGHT page which will contain information about the disk such as:

1. TITLE of the disk's subject matter
2. AUTHOR of the disk's subject matter
3. SOURCE from which the material was taken
4. The COPYRIGHT

The next page will be the PAGE NUMBER page. It will supply you with the number of the first page of material on the disk, and then give you the option to type in the number of the page that you would like to se.

Please be careful how you type in the page number. Be sure to:

1. USE ONLY NUMERALS because the computer will not accept a lower case letter such as "l" or "o" as a number; and
2. USE THE CORRECT FORM, which consists of three numbers separated with two dashes. It should look something like this: NUMBER--NUMBER--NUMBER

By now you should be well equipped to run through these computer modules.

Here is a summary of the important concepts you have been exposed to:

1. Pressing the **RETURN** key advances the program
2. To answer a question:
   a. Determine the form the answer is to be in

b. Wait for the **CURSOR** to appear, then type in your answer
c. Correct any mistakes in your answer with the **BACKWARD ARROW**
d. Press the **RETURN** key only after your answer has been completely typed in

3. Use the **GOBACK** option to review previous frames

4. Write down the complete page number of the last frame you view every day

5. Press **CTRL-RESET** to begin a disk

6. Every disk will begin with a **COPYRIGHT** page

7. Be sure to use only **NUMERALS** in the **CORRECT FORM** when typing in a page number.

And now, to begin. Good Luck!

Insert the disk containing Chapter 1 and press CTRL-RESET